



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

Graded French Method. By WILLIAM F. GIESE. New York: Henry Holt & Co., 1913.

The author has fully realized his aim which is to make a feeling for the language the basis of grammatical knowledge, and this feeling in turn is to be acquired by copious reading. The grammar principles treated in each lesson are most amply developed by several delightful passages of connected discourse. The passage illustrating the use of the imperfect contains 175 verbs in that tense, most ingeniously arranged. Some may criticize the passages as being too facetious, but I doubt if the student for whom the book is intended will share this opinion.

The introduction contains some excellent phonetic material of practical value. Unfortunately the phonetic symbols, therein explained and so useful as guides to pronunciation, are not seen again until the vocabulary is reached at the end of the book.

The book should be found a most practical text for the teaching of reading and grammar, but this very advantage in college teaching, will, I fear, preclude the possibility of any great popularity in high schools, especially as the lessons are rather long and the material too heavy for such immature minds.

ARTHUR G. BOVEE

UNIVERSITY OF CHICAGO

Principles of Secondary Education. Vol. I. By CHARLES DEGARMO. New York: Macmillan, 1913. Pp. xiii+338. \$1.25.

This book is a new edition of *The Studies*. The old edition is expanded by Part I, "The Basic Ideals of Educational Progress." The first part, two-fifths of the whole, comprises six chapters on the social, political, and economic demands for general and vocational education. These demands are discussed under the following captions, "Prosperity and Education," "Health," "Political Democracy and General Education," "Economic Democracy and Special Education," "Race Improvement: Eugenics and Euthenics," and "A Socialized Individual in an Individualized Society." The argument to this part follows.

In chap. i the argument is that progress and prosperity depend on a social surplus or pleasure economy. Social surplus is possible through an adequate income. The educational means then to promote progress is training for economic efficiency. Chap. ii: The health necessary to liberate surplus energy may be had by developing the efficient individual through personal and

public hygiene. Chaps. iii-iv: Political democracy presupposes insight and efficiency in the functions of citizenship. General education is required for this purpose; however, political democracy and economic equality are so intimately bound up, that, to secure the former, provision must be made to insure the latter, through vocational education. Chap. v: Euthenics endeavors to eliminate the sources of degeneration, and nurture the new and fresh. Eugenics has its share in race improvement in denying parenthood to the unfit. The tuberculous, epileptic, feeble-minded, insane, and criminal should be sterilized. Chap. vi: The individual must be socialized. Working alone, he is a pigmy, co-operating he may be a giant. The social group must be individualized. It must not be an end in itself, but a benefit to each of its members. The social group often conspires to undermine and exploit the general public and rival groups. To correct this, society as a whole should fix the responsibility of the social group, so that it, or individuals in the group, may not hide behind the organization to offend.

Part II, "The Studies," has to do with (a) the bases for the selection of the studies which make up the curricula; (b) a classification of the studies into significant groups; (c) the function and worth of the studies; (d) finally a chapter on the organization and administration of the studies and courses. In this chapter special emphasis is laid on the twofold aspect of instruction, i.e., the acquisition of knowledge and the practice of it to the point of efficiency in use.

The thing of most value in this book is the broad view presented in the impartial treatment of the function and worth of the studies and study groups. The obvious limitation in a philosophic handling of this sort of material is the necessity of making many positive statements of debatable issues. The chapters on "The Basic Ideals" are fundamental to an understanding of secondary problems, but lose some force in presentation because they are entirely disparate. The two chapters on general education for political democracy versus special education for economic democracy are a splendid treatment of the pros and cons of cultural and vocational education. Eugenics and euthenics are treated in such a way that supporters of both the environment and heredity theories of race improvement are given their sop in an unusually sane and valuable chapter for the teacher.

D. W. HORTON

MISHAWAKA, IND.

Elementary Experimental Chemistry. By F. E. WATSON, B.Sc. (Lond.), F.C.S., Head of the Chemical Department, The Polytechnic, London. London: Longmans, Green & Co., 1911. Pp. vi+140.

For a book published in England, this shows a remarkable reaction from the heuristic method of teaching elementary chemistry. The results expected are deliberately foretold, and we find paragraphs with such headings as, "To